Every Student Succeeds Act (ESSA)

Accountability Framework

State Board Meeting

June 26, 2017

Accountability

- Calculating scores and differentiating among schools
  - Summation methodologies
  - Category definitions and labeling
  - Inclusion of student groups
- Frameworks
- Updates to selected measures
  - Access to/credit for
- English Learner (EL) proficiency
- Identification of Comprehensive, Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools

MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

CALCULATING SCORES AND DIFFERENTIATING AMONG SCHOOLS

Calculating scores and differentiating among schools

1. Summation method
2. Category definitions and labeling
3. Inclusion of student groups

1. Summation method

- Measure scores → overall percentile
- Measure "points" → overall percentile

Recall: Maryland law requires that "the composite score shall be calculated numerically in a percentile form and may not be reported using a letter grade model."

Summation:
Measure scores → overall percentile

1. Convert MEASURE VALUE into MEASURE SCORE (score based on percent of whole)
2. Add up MEASURE SCORES to get OVERALL SCORE
3. Convert OVERALL SCORE into OVERALL PERCENTILE

MEASURE	WEIGHT	MEASURE VALUE (ALL STUDENTS)	MEASURE SCORE (ALL STUDENTS)	(MATH FOR ASSIGNING SCORE)
Academic achievement	20	Performance index: 3.12 (math); 3.20 (ELA)	6.3	3.16 out of 5 levels → 10 points
		Percent proficient: 54% (math); 58% (ELA)	5.6	56% of 10 points
Growth	25	Median SGP: 80th percentile	20.0	80% of 25 points
Credit for well-rounded	10	Proficiency in Science: 80% proficient	5.6	80% of 7 points
		95% participate in non-core subjects	2.9	95% of 3 points
EL proficiency	10	EL proficiency: 55% on track to proficiency	5.5	55% of 10 points
Chronic absenteeism	15	6% of students chronically absent	14.1	94% of 15 points
Survey	10	School scores 80% on climate measures	8.0	80% of 10 points
Access to well-rounded	10	85% of students have access	8.5	85% of 10 points
		OVERALL SCORE	76.5 points	
		OVERALL PERCENTILE	**72nd percentile**	

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Summation:
# Measure "points" → overall percentile

1. Convert MEASURE VALUE into MEASURE POINTS (points determined by distribution of raw scores, standard-setting process, or other method)
2. Add up MEASURE POINTS to get OVERALL SCORE
3. Convert OVERALL SCORE into OVERALL PERCENTILE

MEASURE	WEIGHT	MEASURE VALUE (ALL STUDENTS)	MEASURE POINTS (ALL STUDENTS)	(RULE FOR ASSIGNING POINTS)
Academic achievement	20	Performance index: 3.12 (math); 3.20 (ELA)	8	PI between 3 and 4: 8 of 10 points
		Percent proficient: 54% (math); 58% (ELA)	8	PP between 50 and 70: 8 of 10 points
Growth	25	Median SGP: 80th percentile	25	SGP between 80 and 100: 25 of 25 points
Credit for well-rounded	10	Proficiency in Science: 80% proficient	7	PP between 70 and 100: 7 of 7 points
		95% participate in non-core subjects	2	Participation between 90 and 99: 2 of 3 points
EL proficiency	10	EL proficiency: 55% on track to proficiency	9	On track between 50 and 70: 9 of 10 points
Chronic absenteeism	15	6% of students chronically absent	5	Abs between 5 and 10: 5 of 15 points
Survey	10	School scores 80% on climate measures	9	Climate between 75 and 90: 9 of 10 points
Access to well-rounded	10	85% of students have access	10	Access between 80 and 100: 10 of 10 points
		OVERALL SCORE	83 points	
		OVERALL PERCENTILE	**71st percentile**	

1 **2** **3**
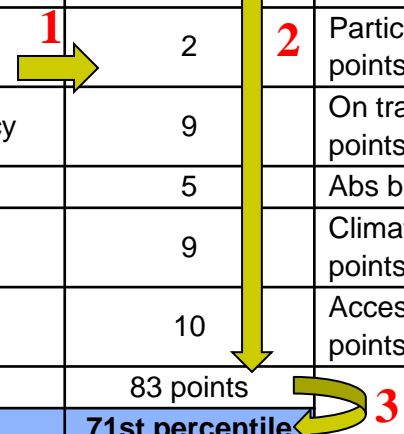
Communication of Designations

❖ Numbers

  • Traditional: 0-100, 1-5

  • Nontraditional: 0-150, 1-4, GPA

❖ Words

  • State determined language (below expectations, met expectations)

  • Federal categories (comprehensive support, reward)

❖ ~~Letter grades~~

  • ~~A-F~~

❖ Symbols

  • Stars

❖ Colors

  • Red, Yellow, Green
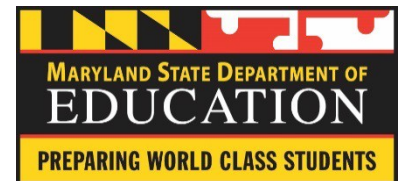
District of Columbia

- Schools will be categorized into one of five summative levels **(One Star being the lowest, Five Stars being the highest)**

- Final score based on the aggregation of their framework scores for all students and for each student group.

- The cut points for each level will be set to ensure that there is clear differentiation of schools across levels, with primary modeling suggesting cut points of up to 19.9 percent, 20.0 to 39.9 percent, 40.0 to 59.9 percent, 60.0 to 79.9 percent, and 80.0 to 100.0 percent.

Illinois

- **Tier 1: Exemplary School:** A school that has no underperforming student groups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.

- **Tier 2: Commendable School:** A school that has no underperforming student groups, a graduation rate above 67 percent, and whose performance is not in the top 10 percent of schools statewide.

- **Tier 3: Underperforming School:** A school in which one or more student group is performing at or below the level of the "all students" group in the lowest-performing 5 percent of Title I schools. Schools in Tier Three: Underperforming shall receive targeted services.

- **Tier 4: Lowest-Performing School:** A school that is in the lowest-performing 5 percent Title I schools in Illinois and those high schools that have a graduation rate of less than 67percent or less. School in Tier 4: Lowest-Performing shall receive comprehensive services.

- (Page 79)

Massachusetts

The final summative determinations will be made using a hybrid approach employing a normative and criterion-referenced methodology. Schools will first be placed in a performance level based on their accountability index range. An example is included below. (Page 52)

Performance Level (names to be determined)	Criteria
Tier 1	Accountability Index 90-100
Tier 2	Accountability Index 50-89
Tier 3	Accountability Index 25-49
Tier 4	Accountability Index 11-24
Tier 5	Accountability Index 6-10
Tier 6	Accountability Index 1-5

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Nevada

- Nevada's public schools receive an **index score from 1-100 and an associated 1-5 star rating** under the Nevada School Performance Framework.

- This index score is calculated by adding the points earned in each indicator at the school.

- Nevada is currently engaging stakeholders in an accountability standard setting that will result in **performance level descriptors** for each star rating level.

- The point distribution for each indicator in the model to dependent on performance level descriptors.

New Jersey

□ NJDOE's system for annual meaningful differentiation will include, for each indicator for all students and each student group three distinct and discrete levels of school performance that are consistent with the attainment of New Jersey's long-term goals.

□ Each school and each student group within the school will be identified annually as: **"exceeds target," "meets target," or "below target."**

North Dakota

☐ North Dakota intends to create a dashboard for every public school that will allow multiple factors to be used when summarizing a school's measure of quality and assist the state in meaningful differentiation of school quality.

Oregon

☐ Each indicator will be measured on five levels

Level	Criteria
Level 5	Meets the long term goal.
Level 4	Meeting the interim target, but not yet meeting the long term goal.
Level 3	Below the interim target, but not in the lowest 30% of
Level 2	In the lowest 30% of schools, but not in the lowest 10%.
Level 1	In the lowest 10% of schools.

☐ When calculating levels for student groups, Oregon will use the "cut scores" that are used for the "All Students" group. However, they will add the rule that any student group that is meeting the Measure of Interim Progress for that group will receive a "rating" of not lower than Level 3.

Vermont

□ 4-level label to describe performance

Level	Proposed Term	Proposed Iconography
1	Off-Target	
2	Near Target	
3	On-Target	
4	Bull's Eye	

3. Inclusion of student groups

☐ Make an equity determination "outside" of the school's total score by comparing measure scores of all students with student groups. The equity determination affects school's category.

☐ Include student groups "inside" the scoring system. A school's score is partially "all students" and partially the average of student groups

Recall: ESSA requires that the system for "annual meaningful differentiation" of schools (aka the final score or category) be based on all students and each student group.

Definition of student groups

Federal reporting requires aggregate data from each major racial and ethnic group (7 total), and three service groups (3 total). These ten reporting categories are --

1. Hispanic/Latino of any race

For individuals who are Non-Hispanic/Latino:

2. American Indian or Alaska Native
3. Asian
4. Black or African American
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or more races

8. Economically disadvantaged students,

9. Students with disabilities, and

10. English learners

Summary of inclusion methods

☐ Make an equity determination "outside" of the school's total score by comparing measure scores of all students with student groups. The equity determination affects school's category.

> Calculate total score using all students. Rank and classify the school. Then, apply a rule such as:
>
> Six measures have measure gaps greater than 10%→ "NOT MET" equity, and adjust category.

☐ Include student groups "inside" the scoring system. A school's score is partially "all students" and partially the average of student groups.

> Total score (all students) = 76.5 points
> Student group average = average of (74.4, 59.3, 79.5, 74.5) = 71.9 points
> Overall score = average of (76.5 and 71.9) = 74.2 points → rank and classify the new overall score

Make an equity determination "outside" of the school's total score by comparing measure scores of all students with student groups. Equity determination affects final category.

1. For all students, calculate the MEASURE SCORE for each measure.
2. For all students, calculate the TOTAL SCORE. Rank and categorize the TOTAL SCORE.
3. Determine EQUITY based on a rule comparing the measures (examples are below).
4. If school does not meet equity determination, school category is dropped a level.

MEASURE	WEIGHT	MEASURE VALUE (ALL STUDENTS)	ALL	SG1	SG2	SG3	SG4	MEASURE GAP
			MEASURE SCORE					
Academic achievement	20	Performance index: 3.12 (math); 3.20 (ELA)	6.3	6.2	**4.1**	6.6	6.3	**2.5**
		Percent proficient: 54% (math); 58% (ELA)	5.6	5.4	**3.6**	5.9	5.6	**2.3**
Growth	25	Median SGP: 80th percentile	20.0	19.0	**13.0**	21.0	19.0	**8.0**
Credit for well-rounded	10	Proficiency in Science: 80% proficient	5.6	5.4	**3.6**	5.9	5.5	**2.3**
		95% participate in non-core subjects	2.9	2.9	2.8	3.0	2.9	0.2
EL proficiency	10	EL proficiency: 55% on track to proficiency	5.5	5.0	**3.6**	5.8	**4.5**	**2.2**
Chronic absenteeism	15	6% of students chronically absent	14.1	14.0	**12.0**	14.8	14.2	**2.8**
Survey	10	School scores 80% on climate measures	8.0	8.0	8.0	8.0	8.0	0.0
Access to well-rounded	10	85% of students have access	8.5	8.5	8.5	8.5	8.5	0.0
		TOTAL SCORE (all students)	**76.5**					**EQUITY: NOT MET**
		PERCENTILE (all students)	**72nd**			⭐⭐		

STEP 3	Examples for the EQUITY determination rule (would only choose one rule):
	Example 1: Compare the measures. Calculate a MEASURE GAP (example shows highest minus lowest). Six measures have a gap greater than 10% → label as "met/not met" by a rule, and adjust school category accordingly. (If "not met," this school would go from three to two stars.)
	Example 2: Compare the student groups. One student group (SG2) has five measure scores at least ten percent below all students → label as "met/not met" by a rule, and adjust school category accordingly. (If "not met," this school would go from three to two stars.)

Equity is determined "inside" of a school's total score. Include student groups in the total score, then rank and classify the school.

1. For all students and each student group, calculate the MEASURE SCORE for each measure.
2. For all students and each student group, calculate the GROUP SCORE.
3. The school's TOTAL SCORE is an average of "all students" and the average of student groups. Rank and categorize the TOTAL SCORE.

(The calculation can also be done at the measure level. Each MEASURE SCORE is the average of "all students" and "student groups." MEASURE SCORES are added to get the TOTAL SCORE. Rank and categorize the TOTAL SCORE.)

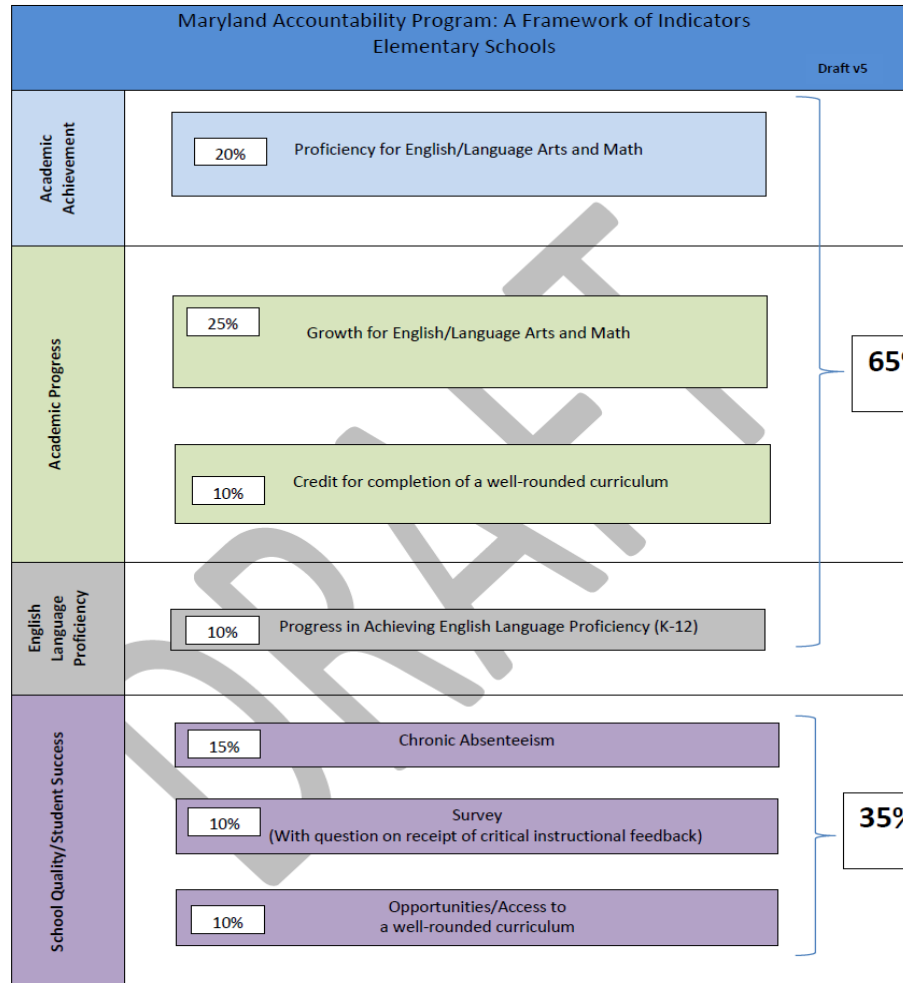| MEASURE	WEIGHT	MEASURE VALUE (ALL STUDENTS)	ALL	SG1	SG2	SG3	SG4
			MEASURE SCORE				
Academic achievement	20	Performance index: 3.12 (math); 3.20 (ELA)	6.3	6.2	4.1	6.6	6.3
		Percent proficient: 54% (math); 58% (ELA)	5.6	5.4	3.6	5.9	5.6
Growth	25	Median SGP: 80th percentile	20.0	19.0	13.0	21.0	19.0
Credit for well-rounded	10	Proficiency in Science: 80% proficient	5.6	5.4	3.6	5.9	5.5
		95% participate in non-core subjects	2.9	2.9	2.8	3.0	2.9
EL proficiency	10	EL proficiency: 55% on track to proficiency	5.5	5.0	3.6	5.8	4.5
Chronic absenteeism	15	6% of students chronically absent	14.1	14.0	12.0	14.8	14.2
Survey	10	School scores 80% on climate measures	8.0	8.0	8.0	8.0	8.0
Access to well-rounded	10	85% of students have access	8.5	8.5	8.5	8.5	8.5
		GROUP SCORES	76.5	74.4	59.3	79.5	74.5
		TOTAL SCORE	72.5				
		FINAL PERCENTILE AND CATEGORY	68th ★★★				

GROUP SCORE (ALL STUDENTS) = 76.5
Student group average = average of (74.4, 59.3, 79.5, 74.5) = 71.9
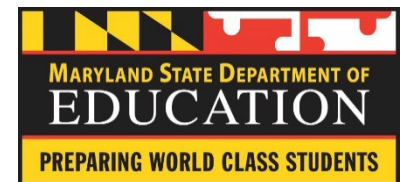TOTAL SCORE = average of (76.5 and 71.9) = 74.2 → 76th percentile
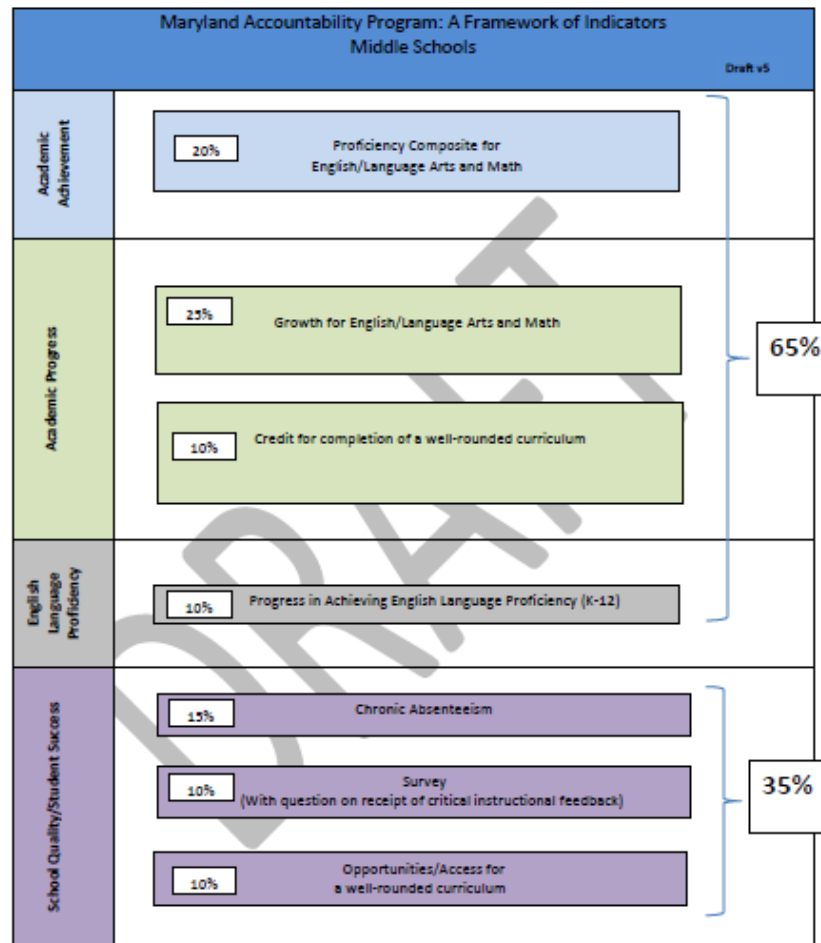
UPDATES TO SELECTED MEASURES

Elementary School Framework

Middle School Framework

Maryland Accountability Program: A Framework of Indicators
Middle Schools

Draft v5

Academic Achievement	20%	Proficiency Composite for English/Language Arts and Math	
Academic Progress	25%	Growth for English/Language Arts and Math	65%
	10%	Credit for completion of a well-rounded curriculum	
English Language Proficiency	10%	Progress in Achieving English Language Proficiency (K-12)	
School Quality/Student Success	15%	Chronic Absenteeism	35%
	10%	Survey (With question on receipt of critical instructional feedback)	
	10%	Opportunities/Access for a well-rounded curriculum	

Please see hard copy!

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High School Framework

Maryland Accountability Program: A Framework of Indicators
High Schools

Draft v5

Academic Achievement
- 20% — Proficiency Composite for English/Language Arts and Math

Graduation Rate
- 15% — Adjusted Cohort Graduation Rate Composite

English Language Proficiency
- 10% — Progress in Achieving English Language Proficiency (K-12)

Readiness For Postsecondary Success
- 10% — On-Track in 9th Grade
- 10% — Credit for Completion of a Well-Rounded Curriculum

65%

School Quality/Student Success
- 15% — Chronic Absenteeism
- 10% — Survey (With question on receipt of critical instructional feedback)
- 10% — Opportunities/Access to a well-rounded curriculum

35%

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Academic Progress (Elementary School)

- ☐ Credit for completion of a well-rounded curriculum
  - ■ 5% - Percent of students scoring proficient on the Maryland Integrated Science Assessment (MISA) which will be field tested with MD fifth graders 2016-2017. Will include as an accountability measure once scores are available (anticipated in 2018-2019*).

  - ■ 5%- Percent of fifth grade students passing Social Studies, Fine Arts, Physical Education, **and** Health.

Note: Maryland will investigate a measure of Academic Growth for K-3 with the earliest date of inclusion to be the 2020-2021 school year.

*Baseline data and standard setting needed for new assessments
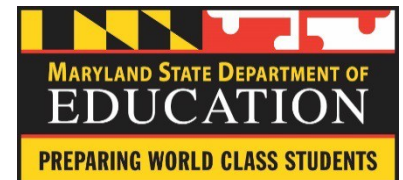
Academic Progress (Middle School)

- ☐ Credit for completion of a well-rounded curriculum

    - ◼ 3.5% - The Maryland Integrated Science Assessment (MISA) will be field tested with MD eighth graders 2016-2017. Will include as an accountability measure once scores are available (anticipated in 2018-2019*)

    - ◼ 3.5% - Social Studies Assessment will be field-tested in 2018-2019. Will include as an accountability measure once scores are available (anticipated in 2020-2021*)

    - ◼ 3.0% - Percent of students passing all English Language Arts, Math, Social Studies and Science courses in 8th grade

*Baseline data and standard setting needed for new assessments
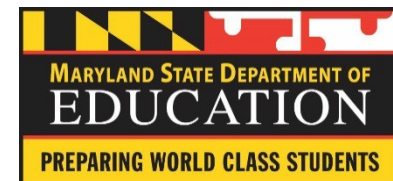
Credit for completion of a well- rounded curriculum (High School)

❑ Percent of 12th grade students graduating or exiting with a certificate of completion, and receiving any of the following:

- Score of 3 or better on an Advanced Placement (AP) Exam or score of 4 or better on an International Baccalaureate (IB) Program Exam,

- Met a standard set by the College Board on the SAT examination (score of 530 or higher (math) and 480 or higher (reading)),

- Met a standard set by ACT, Inc. on the ACT examination (score of 21),

- Credit for Dual Enrollment,

- Met the University of Maryland entry requirements,

- Completion of an industry certification from a Career and Technology Program,

- Youth apprenticeship from a Career and Technology Program.

- Met a standard on the ASVAB examination (standard to be determined pending study),

- ~~Enrollment in a postsecondary institution within 16 months after graduation.~~

- Students obtaining a Maryland High School Certificate of Program Completion: Entered the world of work through gainful employment; post secondary education and training; supported employment; and/or other services that are integrated in the community.

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School Quality/Student Success: Access* to a well-rounded curriculum (All Schools)

- **Elementary School:** Enrolled in Science, Social Studies, Fine Arts, Physical Education, **and** Health

- **Middle School:** Enrolled in ~~Science~~, ~~Social Studies,~~ Fine Arts, Physical Education, Health, Computational Learning, World Language, Algebra, Geometry, **or** Algebra II

- **High School:** Enrolled in Advanced Placement (AP), International Baccalaureate (IB), Career and Technology Education (CTE) Concentrator, **or** Dual Enrollment

*Access means that the student must be enrolled in the course

ENGLISH LANGUAGE PROFICIENCY INDICATOR

English Language Proficiency

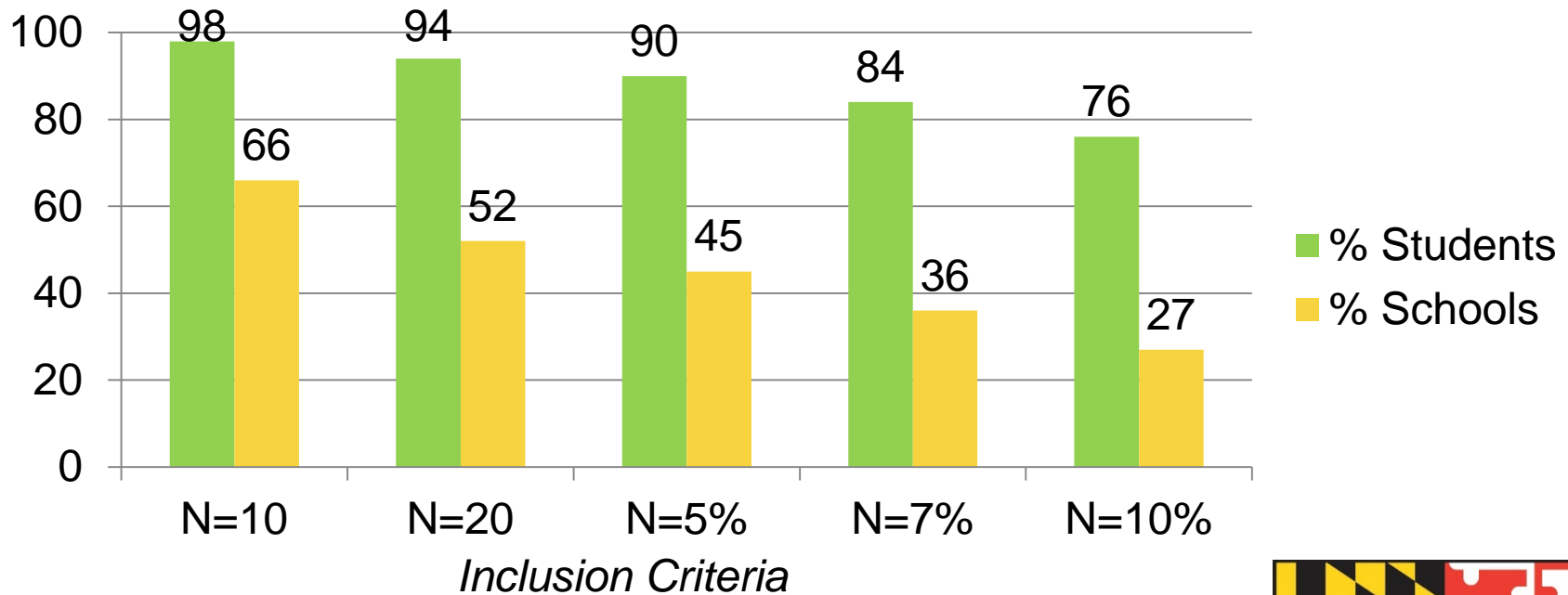Options for Inclusion.   Indicator Weight Consistent at 10% for both Option A and B.

- ■ Option A: Fixed population size

    N=10

    N=20

- ■ Option B: Proportional population size

    N=5%

    N=7%

    N=10%

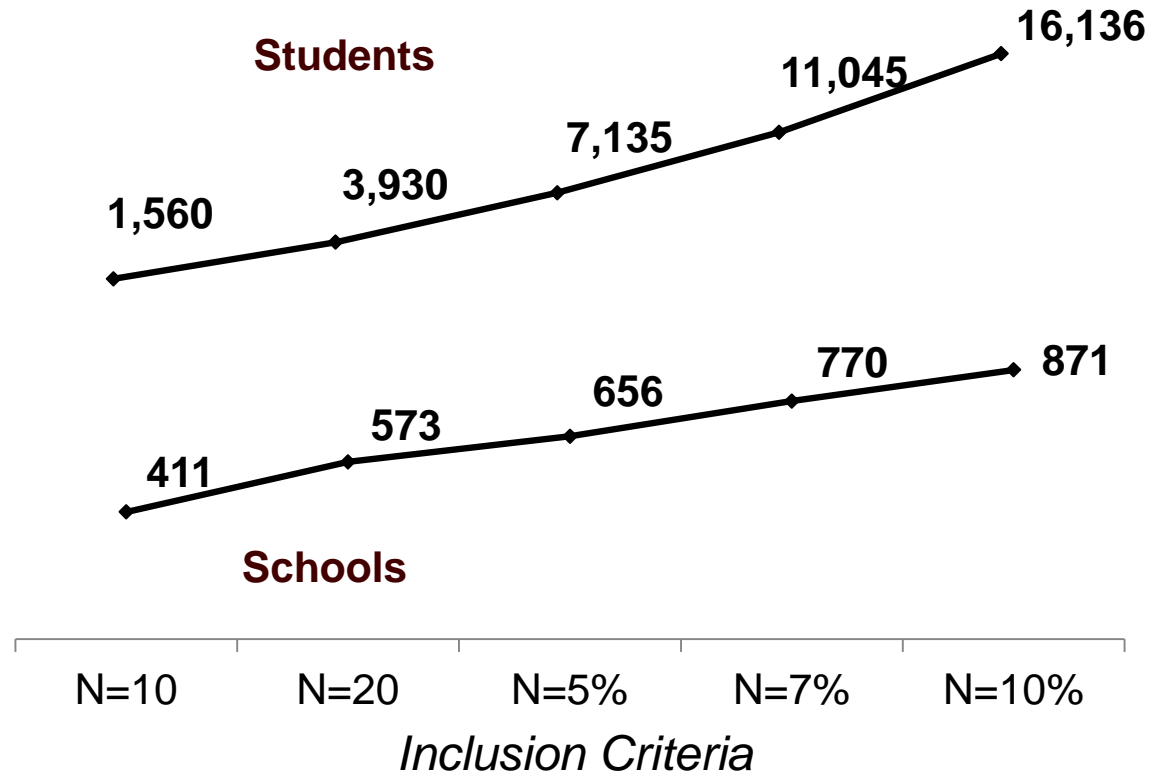# English Language Proficiency
Impact Data: Included at Each Criteria

85% of Maryland Schools have at least one English Language Learner
68,130 students are enrolled across 1201 schools

Bar chart:

Inclusion Criteria	% Students	% Schools
N=10	98	66
N=20	94	52
N=5%	90	45
N=7%	84	36
N=10%	76	27

Inclusion Criteria

LEAs	22	21	22	20	13

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English Language Proficiency
Impact Data: Not Included at Each Criteria

Not Included		
Criteria	Student	School
N = 10	1,650	411
N = 20	3,930	573
N = 5%	7,135	663
N = 7%	11,045	773
N = 10%	16,136	871

Students

16,136

11,045

7,135

3,930

1,560

Schools

871

770

656

573

411

| N=10 | N=20 | N=5% | N=7% | N=10% |

Inclusion Criteria

COMPREHENSIVE AND TARGETED SUPPORT AND IMPROVEMENT SCHOOLS

Identification of Comprehensive Support and Improvement (CSI) Schools

- The lowest five percent of <u>Title I schools</u> based on the accountability system (identified in 2018-2019; approximately 22 schools)

- High schools with a 4-year cohort graduation rate of less than 67 percent (identified in 2018-2019; approximately 30 schools)

- School Improvement Grant (SIG) IV schools (includes five schools which began implementation in 2016-2017 and will continue through 2020-21)

- Low performing student group (TSI) schools with a student group performing in the bottom five percent of all students based on the accountability system for two years (to be identified in 2021-22)

- **Other State Identified Schools:** Maryland will also identify <u>all schools</u> in the bottom 5 percent based on the accountability system. (identified in 2018-2019; approximately 70-80 schools)

Identifying the Lowest 5% of Schools

- ☐ ESSA- States must:

  - ◼ Create a "meaningful differentiation" system for all schools

  - ◼ Create a "State-determined methodology" based on the system of "meaningful differentiation"

- ☐ Protect Our Schools Act:

  - ◼ Each LEA must develop an Improvement Plan which must include "the school quality indicators described in…" the State law

Identification of Targeted Support and Improvement (TSI) Schools

- Low-performing student group TSI Schools: Schools with one or more low-performing student groups performing below the summative performance of the "all students" student group in any of the lowest performing five percent of Title I schools (identified in 2018-2019) or a school where any student group does not meet the 95 percent participation (not eligible for funds)

- Consistently underperforming TSI Schools: Schools with any student group not meeting its annual targets for two or more years based on the accountability system (identified in 2019-2020)

U.S. Department of Education Feedback

Ed Concern	Maryland Response
State set goals are not ambitious enough (DE)	Baseline for almost half of Maryland student groups is below 30%. A 35% gain in 13 years is over 2% a year which constitutes a rigorous goal.
The academic weights must have "much greater weight" than the non-academic measures (80/20) and assure this is true for schools/systems that are missing data for indicators/measures.(DE)	Maryland has a weighting of 65/35 for academic vs non-academic. Maryland will include an explanation and rationale.
Counting Science and Social Studies in Academic Achievement (DE)	Maryland includes Science and Social Studies in Academic Progress, not in Academic Achievement.
State gives schools a menu of options for CCR- this means it is NOT the same measure for every school. (DE)	Maryland is also offering options which will be supported with rationale.

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U.S. Department of Education Feedback Continued…

Ed Concern	Maryland Response
States must be more specific about how schools can exit comprehensive improvement status- not being in the lowest five percent is not sufficient. (NV & NM)	Maryland's exit criteria includes meeting annual targets for two years in a row; graduation rate for high schools higher than 67 percent; and no student group as low as "all students" in the lowest five percent of Title I schools.
State must be more specific about how children receiving Title I, Part A funds are not taught at disproportionate rates. (NM)	Maryland has developed and included strategies for all students.
State needs to explain how all students are given the opportunity to be ready for advanced math in 8th grade. (NM)	Algebra I is available to all 8th grade students and Maryland's plan explains how all students are prepared for advanced math in 8th grade.